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Part 1 - Task 3

*PDF document from the National Institute for Literacy*

This document is geared towards adolescent readers; however, it is important for primary teachers to understand the vertical alignment through intermediate and secondary education. When reading the document, I was able to think about the concepts as they apply to struggling elementary readers.

I was reminded that students need and enjoy the opportunity to read aloud; even struggling readers. There are many opportunities for that every day in Music class. Regarding phonetics, the younger grades in my school are using Letterland, and have had great success. I have tried to be consistent with that approach, when using musical activities that would have a similar application. A new approach that I tried recently was to use whisper phones when having the class read aloud. The student can hear their own voice, and the teacher can monitor whether or not they are reading the passage correctly.

With vocabulary, I have found that it is important to display (word wall etc) music vocabulary. It strengthens their ability to use the word when they can see it, and not just hear it. Also, I try to discuss how certain words can be used in music, and other instances so the students gain a richer understanding. For example, “tempo” can be used to refer to the speed of a song, or the speed of an athlete. Also, I try to make a point to read the lyrics of a song, or have students read aloud, and then ask if there are any words or phrases that they don’t understand. I have found that young students are not shy about asking because they want to learn.

We can increase text comprehension when reading lyrics to a song. The teacher can ask questions to generate explicit and implicit responses that will help students to comprehend, as well as draw conclusions. I can use questioning that will focus on the different levels of Bloom’s Taxonomy for various student needs – understanding, analysis, synthesis, and creativity. I have attempted to employ text connection strategies that implemented in the LA curriculum such as text to self, world, and text. The students gain a deeper understanding when they share and hear their peers make connections.